

Summary

Curricular context of vocational police education

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Police professional education is very complex system that can be, generally, perceived from two basic aspects – content and organization. From the aspect of content, it's about developing competences for very complex activities that are of great importance for society as a whole (question of security of people and their property, prevention and combating different kinds of criminal acts, investigating and finding perpetrators, victim protection, traffic security, border management etc.). From the aspect of the organization, police professional education system consist of few levels – basic police education for basic competences, higher police education, that is not a part of professional education (according Croatian education system), but it acquired some important management and highly specialized competences, and a lot of different forms of adult education – specialization, vocational training and professional development (needed to acquire competences for a large number of job positions with different educational needs). There are three important factors that determine the totality of professional police education – curriculum, as a comprehensiveness or totality of the processes aimed at development of police officers and acquisition of competences needed to perform their work, qualification framework, that determine qualification levels and a way to achieve them, levels of learning outcomes in specific educational levels and modules, and all of that as an element of police officers career building, and lifelong learning as basic principle of police education. This article deals with police professional education from the aspect of those three important factors and their mutual permeation.

Keywords: professional police education, curriculum, qualification framework, competences, learning outcomes, lifelong learning.